

1996 - 97

IDAHO SCHOOL PROFILES



Anne C. Fox, Ph.D.
State Superintendent of Public Instruction



DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

DR. ANNE C. FOX
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

FOREWORD

The Idaho State Department of Education is pleased to present *School Profiles*. This report details the key elements of educational programs district-by-district. It includes information on the numbers of students, district size, test scores, graduation and dropout rates, numbers of faculty and staff, areas of major spending, tax levies, and so forth. *School Profiles* also acts as the state's accountability report card that parents, business owners, taxpayers, and educators can use to evaluate how we are doing overall.

The first issue of *School Profiles* came out over eight years ago. Last year, we redesigned the report, making it easier to read and more user-friendly. Parent and patron involvement and accountability are major areas of interest to the State Department of Education. *School Profiles* is one way to report to parents and patrons about Idaho's public school system. Anyone who wants to learn more about a school district and its operations should review this report, which is available at the State Department of Education and local school district administrative offices.

The State Department of Education encourages parents and patrons to get involved in the education of children both in the classroom and in administrative processes. During the 1996/97 school year, Idaho public schools had a fall enrollment of 245,252 students. *School Profiles* provides parents and taxpayers with valuable information about facts and figures relevant to their children's education.

Sincerely,

Anne C. Fox, Ph.D.
State Superintendent
of Public Instruction

SCHOOL DISTRICT PROFILES

Each year the State Department of Education publishes a wide variety of information about Idaho school districts including number of certified personnel and employees in non-certified positions, accreditation reports, financial summaries, teacher supply and demand, and similar studies. In addition, the department collects information from the districts ranging from school bus inspection reports to school immunization reports. This information is published and updated annually; it is available upon request as long as supplies last. File information is generally available for public inspection during normal business hours.

Many parents and patrons, however, ask specific questions that include: How much does my school district spend on instruction? How do the students perform on standardized tests, and how much are teachers paid? While the answers can be found within the department's information collection, this publication of the *School Profiles* is intended to provide a preview of school district highlights which include data on pupils, personnel and finance.

District Information 1996 - 97

A. Superintendent's Highlights - 1996 - 97

The information reported in this section was provided by each district superintendent.

B. Progress Towards Meeting District Goals

Information reported in this section was provided by each district superintendent. The District outlined some of their most important goals and discussed progress towards meeting those goals.

C. Fall Enrollment

The net number (total enrollment minus withdrawals) of students enrolled in the district as of September 27, 1996.

D. Average Daily Attendance (ADA)

The aggregate days of attendance of the school district divided by the number of days school was actually in session. This calculation provides Full-Term ADA.

State Ranking per ADA: Rank represents how the district compares in ADA to the other 111 public school districts in Idaho. (High to Low, 1 being the highest.)

E. Number of School Sites

Number of school buildings that a district has for elementary and secondary grades. Contracted services and detention centers are not included. Districts that serve all grades in one building were considered to have one (1) elementary building and one (1) secondary building.

F. Accreditation of Schools

Accredited: Any school that meets or exceeds the standards set forth by either the State Board of Education or the Northwest Association of Schools and Colleges.

Accredited with Comment: Any school that meets the accreditation standards but receives a comment concerning a possible deficiency.

Advised: Any school that deviates from one (1) or more standards receives this rating.

Warned: Any school that has deviated from one (1) or more standards for more than one (1) year. Normally a school would receive an “Advised” rating prior to receiving a “Warned” rating.

G. National School Lunch Program - 1996-97

The information shows the percentage of students participating in the school lunch program. In addition to the participation rate, the percent of students that received federal assistance for free and reduced lunches is also reported.

H. Pupil Transportation Program - 1995-96

Information shows the average daily ridership in the 1995-96 school year. The type of transportation operation used by the district is also reported. Districts have the option to contract with a private company for transportation or operate their own transportation system.

Pupil Information 1996 - 97

A. Graduates

Shown here are the number of students who received high school diplomas from their school districts, certificates of completion (acknowledging attendance), state diplomas

(issued by the State Department of Education to students who met minimum statewide graduation requirements but did not satisfy requirements of their home school districts), and the Idaho High School Equivalency Certificate (awarded to students, nineteen years and younger, who have successfully completed the General Education Development or GED tests). Graduate counts are from September 1, 1996 through August 31, 1997.

B. Dropouts

Shown here are the number and percentage of students in each of the four years of high school who left school between June 1, 1996, and May 31, 1997, and could not be accounted for by transfer to another district or state by death, or by other circumstances. The dropout percentage for each grade is calculated by dividing total dropouts in each grade by total enrollment in each grade. This method of calculating dropouts is called the “Event Dropout Rate”. The event rate is shown for grades nine through twelve. Data collections show that approximately 25% of the students entering the ninth grade will not complete or receive a high school diploma. This dropout rate is referred to as the “Cohort Dropout Rate”. The cohort rate is an estimate since the State Department of Education does not have the ability to track individual students from grade nine through grade twelve.

C. Student Ethnicity

Student Ethnicity is extracted from the 1996-1997 Idaho Basic Education Data System (IBEDS). Schools assign students to ethnic categories based on observation by teachers and administrators if other data is not available.

D. Limited English Proficient (LEP) Students

The Limited English Proficient student is defined as a student whose home language background is not English, and meets one or more of the following criteria:

- C Language assessment scores indicate that he/she is English language proficient based on the standardized score of 3 or lower as measured by language tests such as the Language Assessment Survey (LAS) and the Woodcock-Munoz Language Assessment.
- C Scores below the 40th percentile on the Iowa Test of Basic Skills (ITBS).
- C Report grades, teacher observations, and other performance data that show the student is not performing at grade level with his/her native English speaking peers.

E. Special Education Students

The term “special education” means uniquely designed instruction, at no cost to parents or guardians, to meet the special needs of a child with a disability. To be counted as a special education student, the child must meet the eligibility criteria for one of the 13 disability categories listed in the Individuals with Disabilities Education Act (IDEA) and have a current Individual Education Program (IEP) for the year the child is counted as receiving special education.

F. Gifted and Talented Students

Gifted and talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performance in one of the following five talent areas: intellectual, specific ability, leadership, creativity or visual / performing arts.

G. Testing

Testing is an on-going part of every student’s school career. Students are tested in classes as one way of measuring how well the materials have been learned. They are also periodically tested on basic skills and information as a way of assessing the individual student’s academic progress. In Idaho, as in most states, students are also tested to evaluate their progress in comparison to their peers throughout the nation. The statewide testing program is an important way to ensure that Idaho’s educational program is comparable with programs offered in other states.

Idaho students in grades three through eleven are tested each October with a national, standardized test. Grades three through eight are tested with the Iowa Tests of Basic Skills (ITBS) and the high school level students are tested with the Tests of Achievement and Proficiency (TAP). The ITBS and the TAP are available in a survey battery and a complete battery. We use the complete battery in grades three, five, seven, and nine and the survey battery in grades four, six, eight, ten and eleven. This method allows schools to collect information on the core subjects of reading, language arts, and mathematics every year and information on science, social studies and sources of information every other year.

Results for each school district are shown as average standard score (SS), the average SS: student norms, and the average SS: school norms. The standard score is a developmental score that is best used in district or school building to help determine strength and weakness in basic skill curriculum. The student norms indicate, in percentiles, how the students in Idaho compare to the same grade level students in the national norming sample. School norms give a percentile indication of how the Idaho schools, containing a certain grade level, compare to the schools in the national norming sample. The graphs in this document focus on the average SS: Student Norm, Core Total. Reading, Language Arts, and Math comprise the Core.

Idaho third grade students did as well or better than 51% of the students in the national norming group. Our fourth grade students did as well or better than 52% of the students in the national norming group, while our fifth grade students did as well or better than 50% of the students in the national norming group. At the middle school level, our sixth grade students did as well or better than 56%, the seventh grade students did as well or better than 57%, and the eighth grade students did as well or better than 58% of students in the national norming group. Idaho high school freshmen did as well as or better than 54%, while sophomores and juniors did as well or better than 57% of the students in the national norming sample.

This is the second year all Idaho districts participated in the state developed “Direct Mathematics Assessment” for grades four and eight. Scores range from a low of one to a high of four. Students receiving a score of three or higher are termed “Proficient at Grade Level”, on the assessment, using a holistic scoring standard. Results of the assessments were not released since it was determined that not all students had been given the opportunity to learn some of the concepts covered.

The “Direct Writing Assessment” is an Idaho developed writing examination that has been given for several years to the state’s eighth and eleventh grade students. In 1995 this assessment was expanded to include the fourth grade. These assessments also use a four point, holistic, scoring standard ranging from a low of one to a high of four. Students scoring a three or higher are termed “Proficient at Grade Level”. On a statewide basis, 79.91% of the junior students received a score of three or higher followed by 43.14% of the eighth grades receiving a score of three or higher and 26.26% of the fourth grade receiving a score of three or higher.

Personnel Information 1996 - 97

A. District Personnel

Personnel are shown by FTE or full-time equivalencies (e.g., one person working full-time is one FTE; two people, each of whom works half-time, equal one FTE) and by the ratio of those FTEs to students in average daily attendance (ADA). Elementary student-teacher ratios are determined using elementary ADA and secondary student-teacher ratios are determined using secondary ADA. All other student-staff ratios are calculated using total district ADA.

Elementary and secondary teacher counts include special education, art, music, and physical education teachers. The “administrator” count consists of superintendents, assistant superintendents, principals and assistant principals. “Other Certified” personnel include directors, supervisors, coordinators, school counselors, social workers, psychologists, etc. “Non-certified” personnel include support staff such as cooks, secretaries, custodians and classroom assistants.

B. Teacher Salaries

Each school district establishes its own salary schedule. Average salary does **not** include extra pay for non-teaching duties such as coaching, chaperoning school events, or offering special student activities that are in addition to normal teaching responsibilities. Also shown is the school district's average salary ranking within the state.

Financial Information 1996 - 97

A. Revenues

A school district receives revenues from taxes levied against property, from other local sources (such as investment earnings or rental of facilities), from the state (appropriated by the Idaho Legislature from state revenues), and from federal funds (to support federal programs offered within the district). Revenues are shown here as they are allocated for day-to-day maintenance and operation (M&O) of the district and as they are used for all activities, including M&O, debt retirement, school lunch program, school plant facilities, and federal programs.

B. Expenditures

Expenditures are shown as M&O Instruction (spending related to the classroom and interaction between students and teachers), M&O Support Services (personnel and activities in support of the instructional program, such as counseling), and M&O Other (non-instructional activities such as the transportation program) by dollar amount and by percentage of spending in each area to total expenditures, and by spending in each area per pupil in average daily attendance.

C. Tax Levies

Shown here are the September market values (for assessment purposes) of the property within the school district, the market value per pupil in average daily attendance, and the ranking of the district's market value within the state. "M&O Levy" is the rate of taxation used to raise funds to maintain and operate the district's day-to-day program. "Total School Levy" is the rate that includes M&O levies and any additional levies approved by voters, such as plant facility or bond levies.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990).

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Anne C. Fox, Ph.D., State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director of Office of Civil Rights, Department of Education, Washington, D.C.